

Bisley C of E (VA) Primary School Marking, Assessment and Tracking Policy

Marking, Assessing and Tracking Pupil Progress is a core activity carried out by both Teachers and Teaching Assistants at Bisley.

Pieces of work from all subjects are marked and feedback given to pupils so that they know how well they are doing and what they can do next to improve. Marking also gives teachers an accurate picture of what children can do, and provides the evidence needed when carrying out levelled assessments.

We assess pupils using Assessing Pupil Progress (APP) sheets in core subjects and against 'in house' criteria for other subjects to enable teachers to formally record pupil achievement.

We update our formal assessments each term and record the progress each child has made in the core subjects on our Assessment System. These enable teachers and the Leadership Team to see clearly how well each child is doing and to make appropriate provision for children who may be needing support to improve. The whole school assessment system can also provide a record of each child's progress over their time at Bisley.

Marking, Assessment and Tracking procedures flow in to one another and provide the vehicles for helping children improve and helping the school to closely monitor pupil progress by individuals and groups of children.

Marking Rationale

We feedback to children and mark work because we want to:

- Actively involve pupils in their learning
- Make judgements and assessments about individual, group and whole class learning and adjust our planning accordingly
- Give recognition and praise for achievement
- Relate to the Learning Objectives for the lesson and the Learning Question (which forms the title of each piece of work).
- Give suggestions for improvement
- Involve all the adults who work with the children
- Give children time to reflect on their learning
- Be consistent across ages, subjects and abilities
- Teach children how to evaluate, celebrate and reflect on their own learning and learn how to target areas for improvement themselves.

Aims

We follow this policy to ensure a consistent approach to the way we mark and feedback to pupils throughout the school. This policy details the ways in which pupils have work marked and receive feedback on their learning.

Methods Used to Give Feedback and Respond to Children's Work at Bisley.

We aim to give children feedback on their learning as quickly as possible. Feedback in any form should be fair and focus upon the lesson objective(s) and/or children's individual targets. In addition, the time it takes by teachers to mark work should

enable them to make assessments in relation to pupil progress and plan future lessons accordingly, but should not take so much time that their workload (and therefore energy available to teach exciting lessons which children will remember and learn from) becomes unmanageable. It is important to pick out what is relevant for future learning and strike a balance accordingly.

The first step in any feedback process is the beginning of a lesson. It is vital that the Learning Objectives are shared with the children at the start of the lesson, so that they understand what it is they are trying to learn, and so know what their feedback at the end will focus on.

At Bisley Learning Objectives are written on the board as a Learning Question, and this is used by children as the title of their work.

In addition, to further support children to achieve when completing tasks, we often also tell them What I Am Looking For (WILF) when we mark their work or share our Success Criteria with them.

1. Verbal Feedback

This is the most immediate form of feedback we are able to give children. It can happen during a lesson whilst teachers and teaching assistants work with individuals, groups or the whole class, or can take place at the end of the lesson whilst children are sharing their work with others during the plenary, and the learning is reviewed by the whole class.

Verbal feedback will always praise and encourage individual success with learning, but may also suggest how a piece of work may be further improved or enhanced another time.

2. Peer Marking

Children are given a response partner, and these response partners share, mark and talk about each other's work. A plenary session with a larger group of children or the whole class may often follow this experience to allow children to share their comments with a wider audience. At Bisley the detail and length of peer feedback increases as the children increase in maturity.

3. Pupil Self Evaluation

When children have completed a piece of written work, they are expected to proof read their writing to check that it makes sense and search for spelling or secretarial errors.

Often, when tasks are of a closed nature, such as spelling tests and mental arithmetic tests, children mark their work with a supporting adult or for each other (eg swap books and mark). This provides the children with instant feedback as to how well they have performed.

In addition at Bisley all pupils are encouraged to evaluate their progress against the learning objectives at the end of the lesson as part of a plenary session. Sometimes the children record their responses in their books, whilst at other times this may be completed verbally using aides such as red, yellow and green cards or children's thumbs.

This form of self-evaluation provides a very quick snapshot for the teacher at the end of the lesson as to which children feel they have succeeded in their learning during that lesson and those who feel they need more time and support.

4. Shared Marking

An un-named piece of work is shared with children on the Visualiser. During this process the teacher will model the marking process and teach specific points, and demonstrate how a piece of writing may be improved.

5. Written Teacher Feedback

When we mark children's work, we use pink or green pen. Pink denotes work we are pleased with whereas green highlights areas for development. Sometimes, particularly when there has already been a discussion about the learning with the children, the teacher will simply tick or initial a piece of work to show that they have seen it.

Some pieces of work will be ticked and given a brief comment relating to the learning objective.

In other pieces of work, particularly those tasks used as summative assessment, teachers will "quality mark" a piece of work. This form of marking is very detailed and gives structured feedback against the Learning Objectives and will highlight the strengths shown and will suggest the next steps or target the child can focus on to improve their learning in this subject. Individual progress is usually recorded on the school Assessing Pupil Progress (APP) sheets. It is these pieces of work which are used when teachers moderate work together.

6. Teaching Assistants

Teaching Assistants are actively involved in the evaluation of children's learning. They may report on learning verbally whilst working with children during a lesson or during a plenary, and use APP sheets to record the progress of children they have supported. Teaching Assistants may also mark written work and leave a short encouraging comment.

7. Supply Teachers and Student Teachers

All Supply Teachers and teachers who cover classes are expected to follow this policy and provide children with feedback. It is the job of the teacher who taught the lesson to give the children feedback. When leaving planning and notes for a covering teacher, the class teacher will say which pieces of work must receive a written mark from the covering teacher. In those cases where a covering teacher is not required to give detailed feedback the work may be given a holding mark (a tick or initial) followed by the coding **ST** so that all are aware that the work was taught by a supply teacher.

Special Needs

Some children may have particularly fragile levels of self-esteem and every attempt to encourage and motivate these individuals should be taken when marking their work. Individuals may also be on specific behaviour or learning programmes which lead to enhanced rewards on individual sticker charts for completing work well.

Written marks should also indicate the level of support offered to a child when they complete work. Eg “I can see that you and Mrs. X worked really hard together today.”

Equal Opportunities

Marking should always be as objective as possible. The children should perceive the system to be fair and be proud of the rewards they receive. To this end, stickers, stamps, marbles in the jar and team points are often used to motivate and reward good work (depending on the age of the child). When a child has completed a piece of work in which they show significant improvement or demonstrate excellent skills of understanding and presentation, they may take this work to show it to the Headteacher and gain a Headteacher Award Sticker.

Each teacher should be vigilant for trends in performance that might be related to ethnic origin, social class or gender.

Parental Involvement

Marks given and judgements made will be shared with parents during Consultation Evenings and Reports. In addition, parents can share their children’s learning and look at their work prior to their consultation meeting each term.

Monitoring

Subject leaders monitor the consistency of marking in their subject.

Phase Team Leaders will monitor marking when they moderate work within their team as part of standardisation exercises.

The Headteacher will monitor the consistency of marking when examples of work are moderated across the whole school and when observing lessons as part of the appraisal process or subject monitoring visit.

Any issues arising from the moderation of work will be discussed with staff as appropriate.

- See Marking Guidelines (last section of this policy).

Assessment and Tracking Procedures

Teachers use their own planning documents to evaluate lessons (either as an individual, discrete learning experience or as a unit of work) and record within these evaluations where children did not achieve as expected. The results of these evaluations, combined by the evidence seen in children’s work forms the basis of summative assessment judgements which are made in the Annual Written Report. Core subjects are more formally assessed each term and the results recorded on the APP and tracking sheets. Typically this happens on a half termly basis but it is a minimum requirement that the APP and tracking sheets for each pupil are completed each term.

As a general rule, reading is assessed whilst a child is reading with an adult (either individually or as part of a group) and adults use directed questioning to probe and support their judgement. Writing is assessed at the end of a unit of work. An example each term of an assessed piece of work is on display as part of the class

Writing Wall. Maths is assessed as both a summative test at the end of a unit of work and also whilst discussing maths and working alongside children whilst they solve problems with an adult. Again, questioning supports the assessment process.

We use our own in house assessment system to record pupil progress in RE and PSHE at the end of each unit of work.

All assessment undertaken by Reception Teachers is based on the new Foundation Stage curriculum and we record progress using the age related expectations and Early Learning Goals.

In addition to the assessment of learning described above (which is based on summative assessment data) teachers also make daily use of assessment for learning to find out what the children have learned on a daily basis.

Within lessons themselves, teachers make good use of questioning to probe understanding. This is used particularly at the beginning of a lesson or new topic or during a review of learning in plenary sessions and adds to the picture a teacher gleans about what a child knows, understands and can do in each subject.

Moderation and Standardisation

When making judgements about levels of achievement it is important that the judgements made are done so consistently and relate to national curriculum level descriptors.

Within Phase Teams all assessments are made in conjunction with other phase team colleagues in the first instance. This provides an excellent forum for sharing good practice and agreeing benchmarks. We also use cross phase moderation sessions and county wide standardisation sessions to ensure are judgements are secure. In addition, the Leadership Team play an active role in the moderation and standardisation of assessment in school.

Using Surrey Guidance, all the national curriculum level descriptors for core subjects have been divided into sublevels. The letters a,b or c are added to the level to describe how securely a child is working within a level. For example a 2a indicates a child working at the higher end of level 2, a 2b represents an average level of achievement within the level and a 2c shows that the child is in the early stages of securing the skills and knowledge needed at that level. We use sublevels as a means of showing pupil progress term on term more clearly – often children do not move up a whole level in one year and the sub-leveilling system is a way of recording progress within a level.

At Bisley, as a general rule, we expect a child to move 2 sublevels in each subject each year.

Procedures for Tracking Pupil Progress

The school assessment system records end of key stage levels of attainment for each child, termly levels achieved for each child and indicate the end of year target set for each child. Each term teachers are required to update this data following moderation.

The Leadership Team then scrutinise these, year group by year group, to look at individual progress and the progress made by different groups of children (eg gender, vulnerable pupils, pupils on the SEN register, pupils with EAL, pupils who have recently joined the school, pupils who receive additional intervention and support) and the SENCO also monitors the progress of children on the SEN register.

As a result of this detailed monitoring, the Leadership Team are able to have an up to date profile of pupil progress across the school, year group by year group, and plan future support and intervention according to the needs identified.

The school assessment system are also used as supportive evidence of pupil progress during teacher reviews of performance, in line with the school Appraisal Policy.

Target Setting

Pupils are set annual targets in core subjects each year, based on their prior attainment. In addition, children often have shorter term targets which they try to remember every time they read or write.

As children gain in maturity and learn to self evaluate they take more responsibility for the setting of their own targets and next steps.

Bisley Marking Guidelines

Clearly there is a vast difference between how a Reception aged child is able to receive and act on feedback and how a pupil in Year 6 may respond. To enable our feedback to be appropriate to the age of the child, we have developed the following different practices for each Phase Team.

All work is marked in pink or green ink. (Pink = good/perfect work) (Green = growth)

Foundation Stage

Pink ticks are used as a sign to show where children have achieved or done well.

 indicate an outstanding effort or result by the child. If a child has made a mistake this may have a green dot or line underneath it. More often adults will give Reception children verbal feedback about their work rather than write a comment which the child cannot read. Sometimes a comment will accompany the work to show that it has been discussed. E.g. “we talked about...”

If a date is used to record when work was completed, the short date is used.

Stickers and praise are regularly used to encourage and reward good work.

Key Stage 1

Pink ticks are used as a sign to show where children have achieved or done well.

- The title of work is the learning question and is in “child speak”. Sometimes this has been written by an adult in advance of the lesson for speed. E.g. ‘How can I?’

- Pink ticks are used to indicate good work, with double ticks showing impressive effort or achievement. ✓, ✓✓ or ✓✓✓ (The number of ticks indicates how they have impressed the teacher with their work.)
- Smiley faces are also used to show that a comment is praising work a child. 😊 and an ! in a circle identifies a target from the work.
- Incorrect answers are identified by a dot. Green ●
- A tick following a dot shows where a child has corrected a mistake. ●✓
- Green **sp** on the word indicates a spelling error. The correct spelling of the word is written on the bottom of the work for the children to respond to.
- Generally, short dates are used to record when work was completed – e.g. **03.04.11**
- Stickers and stamps are regularly used to reward children for good work, and children are also rewarded by being allowed to place a marble in the class jar.
- Comments may be given regarding presentation at the bottom of the work using pink for praise or green for improvement needed.

Key Stage 2

Pink ticks are used as a sign to show where children have achieved or done well.

- Children write the short date for mathematical and scientific work and long date for written work on right hand side of the page e.g. **02.04.11**
- The title of the work is the Learning Question and is written in age appropriate language and is underlined with a ruler. This is on the following line, starting against the left-hand margin/side of the page and is underlined. e.g. **'How can I explain how shadows are formed?'**
- Pink ticks are used to indicate good work, with double ticks showing impressive effort or achievement. ✓, ✓✓ or ✓✓✓ (The number of ticks indicates how they have impressed the teacher with their work.)
- Incorrect work in Numeracy is marked green ●C or has the letter green C in a circle.
- Good efforts and achievements are rewarded by the giving of house points, with a maximum of 5 given for any one piece of work.

- **Spelling errors** will be corrected that are appropriate to the child's ability. The following differentiated approach will apply:
- **LA** ~ green **sp** in margin and word underlined.
- **A** ~ green **sp** in margin and how many spelling errors there are on that line
- **MA** ~ green **sp** in margin and number of spelling errors there are in the paragraph indicated by }
- **Punctuation** errors will be differentiated and identified by a green **P** in the margin. These will be differentiated as indicated for spelling errors above.
- Teacher comments offer a mixture of praise for learning achieved and development points for the future. **1 positive comment (in pink) & 2 development points (if necessary) – in green.**
- Comments may be given regarding presentation at the bottom of the work using pink for praise or green for improvement needed.
- To identify if the child has fully achieved the Learning Objective/Goal a **pink triangle** may be shown against the LO/LG. An incomplete **green triangle** indicates that the LO/LG has been partly achieved.

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APPENDIX

Marking Guidelines which are specific to Phase Teams

Clearly there is a vast difference between how a Reception aged child is able to receive and act on feedback and how a pupil in Year 6 may respond. To enable our feedback to be appropriate to the age of the child, we have developed the following different practices for each Phase Team.

All work is marked in blue or black ink.

Foundation Stage

Ticks are used as a sign to show where children have achieved or done well.

Double ticks indicate an outstanding effort or result by the child. If a child has made a mistake this may have a dot or line underneath it. More often adults will give Reception children verbal feedback about their work rather than write a comment which the child cannot read. Sometimes a comment will accompany the work to show that it has been discussed. E.g. “we talked about...”

If a date is used to record when work was completed, the short date is used.

Stickers and praise are regularly used to encourage and reward good work

Key Stage 1

- The title of work reflects the learning objective and is in “child speak”. Sometimes this has been written by an adult in advance of the lesson for speed.
- Ticks are used to indicate good work, with double ticks showing impressive effort or achievement. ✓ or ✓✓

- Smiley faces are also used to show that a comment is praising work a child.

- Incorrect answers are identified by a dot. •
- A tick following a dot shows where a child has corrected a mistake. •√
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- Depending on the ability of the child, incorrect spellings may be underlined in a piece of work and corrected in the margin, or simply underlined (especially if phonetically correct).
- Generally, short dates are used to record when work was completed –
e.g. **03.04.11**
- Stickers and stamps are regularly used to reward children for good work, and children are also rewarded by being allowed to place a marble in the class jar.

Key Stage 2

- Children write the short date for mathematical work and long date for written work on right hand side of the page E.g. **02.04.11**
- The title of work reflects the Learning Objective and is written in age appropriate language, as a question for the children to understand and is underlined with a ruler. This is on the following line, starting against the left-hand margin/side of the page and is underlined. e.g. **How are shadows formed?**
- Ticks are used to indicate good work. √
- Incorrect work is marked **.C** or has the letter **C in a circle**.
- Good efforts and achievements are rewarded by the giving of house points, with a maximum of 5 given for any one piece of work.
- Where spelling errors occur and need correcting by the child the word will be underlined and **sp**. Recorded in the margin.
- Teacher comments offer a mixture of praise for learning achieved and development points for the future. **1 positive comment & 2 development points (if necessary)**

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